

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

School Results

School: Lewiston Middle School

District: Lewiston School Department

Code: 1088-1285



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Grade Level Summary Report

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	315			322			14,397			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	305	308	304	308	311	307	14,031	14,013	13,967	97	98	97	96	97	95	97	97	97
With an approved accommodation	62	65	60	65	68	63	2,072	2,057	1,975	20	21	20	21	22	21	15	15	14
Current LEP Students	70	73	69	70	73	69	380	386	378	23	24	23	23	23	22	3	3	3
With an approved accommodation	37	40	36	37	40	36	170	176	166	53	55	52	53	55	52	45	46	44
IEP Students	49	49	49	52	52	52	2,082	2,068	2,052	16	16	16	17	17	17	15	15	15
With an approved accommodation	28	28	28	31	31	31	1,634	1,624	1,559	57	57	57	60	60	60	78	79	76
Students not tested in NECAP	10	7	11	14	11	15	366	384	430	3	2	3	4	3	5	3	3	3
State Approved	6	6	6	9	9	9	251	258	265	60	86	55	64	82	60	69	67	62
Alternate Assessment	5	5	5	8	8	8	221	221	225	83	83	83	89	89	89	88	86	85
First Year LEP	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	1	1	1	1	1	1	27	37	37	17	17	17	11	11	11	11	14	14
Other	4	1	5	5	2	6	115	126	165	40	14	45	36	18	40	31	33	38

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	315	6	4	305	31	10	157	51	70	23	47	15	843	308	10	51	23	16	843	14,031	21	56	17	6	848	
	MATH	315	6	1	308	21	7	98	32	72	23	117	38	836	311	7	32	23	39	836	14,013	17	43	21	19	842
WRITING	315	6	5	304	7	2	107	35	126	41	64	21	835	307	2	35	41	21	835	13,967	7	44	37	12	839	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Reading Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

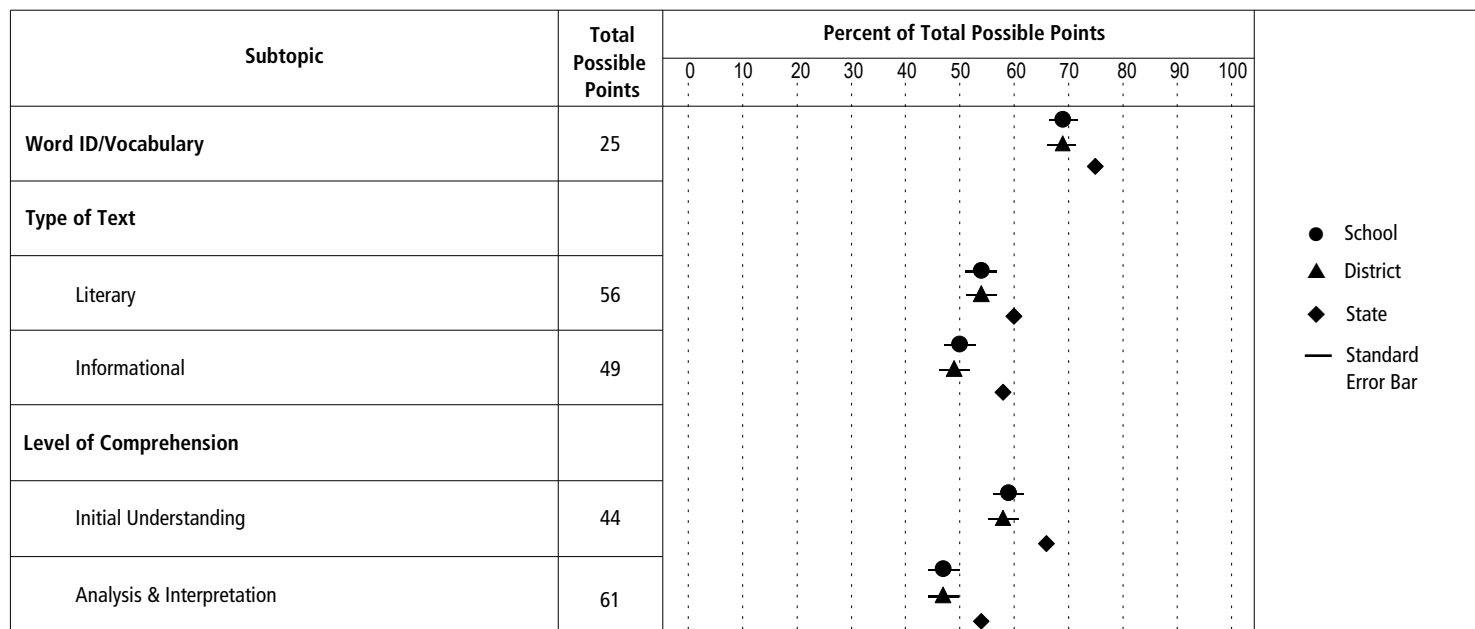
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	338	7	0	331	37	11	158	48	86	26	50	15	843
2010-11	297	5	3	289	56	19	141	49	71	25	21	7	846
2011-12	315	6	4	305	31	10	157	51	70	23	47	15	843
Cumulative Total	950	18	7	925	124	13	456	49	227	25	118	13	844
District													
2009-10	347	8	0	339	37	11	159	47	89	26	54	16	842
2010-11	306	8	3	295	56	19	144	49	73	25	22	7	846
2011-12	322	9	5	308	31	10	157	51	72	23	48	16	843
Cumulative Total	975	25	8	942	124	13	460	49	234	25	124	13	844
State													
2009-10	14,466	245	120	14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
Cumulative Total	43,231	759	382	42,090	7,366	18	23,231	55	8,854	21	2,639	6	847





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Reading Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	315	6	4	305	31	10	157	51	70	23	47	15	843	308	10	51	23	16	843	14,031	21	56	17	6	848
Gender																									
Male	177	6	1	170	8	5	82	48	46	27	34	20	840	173	5	47	28	20	840	7,091	15	57	20	8	846
Female	138	0	3	135	23	17	75	56	24	18	13	10	846	135	17	56	18	10	846	6,940	27	55	14	4	851
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	10	0	0	10	0	0	7	70	2	20	1	10	840	10	0	70	20	10	840	203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						107	10	55	23	11	844
Asian	5	0	0	5										5						235	33	44	16	7	851
Black or African American	95	1	3	91	3	3	27	30	25	27	36	40	834	91	3	30	27	40	834	373	9	44	28	19	840
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	50	10	0	856
White	204	5	1	198	26	13	120	61	42	21	10	5	847	201	13	60	22	5	846	12,968	21	57	17	6	849
Two or more races	0	0	0	0										0						135	20	58	19	4	849
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	73	0	3	70	1	1	16	23	22	31	31	44	831	70	1	23	31	44	831	380	6	38	32	23	838
Former LEP student - monitoring year 1	2	0	0	2										2						18	44	56	0	0	860
Former LEP student - monitoring year 2	0	0	0	0										0						26	58	42	0	0	860
All Other Students	240	6	1	233	29	12	140	60	48	21	16	7	846	236	12	59	21	7	846	13,607	21	57	17	6	849
IEP																									
Students with an IEP	55	5	1	49	1	2	14	29	19	39	15	31	834	52	2	27	40	31	833	2,082	1	33	39	27	835
All Other Students	260	1	3	256	30	12	143	56	51	20	32	13	844	256	12	56	20	13	844	11,949	24	60	13	2	851
SES																									
Economically Disadvantaged Students	216	6	4	206	12	6	96	47	54	26	44	21	839	208	6	46	26	22	839	5,990	11	55	24	10	844
All Other Students	99	0	0	99	19	19	61	62	16	16	3	3	850	100	19	61	17	3	849	8,041	28	57	12	3	852
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	315	6	4	305	31	10	157	51	70	23	47	15	843	308	10	51	23	16	843	14,022	21	56	17	6	848
Title I																									
Students Receiving Title I Services	58	0	0	58	0	0	28	48	24	41	6	10	839	58	0	48	41	10	839	1,368	9	53	30	9	843
All Other Students	257	6	4	247	31	13	129	52	46	19	41	17	844	250	12	52	19	17	843	12,663	22	56	16	6	849
504 Plan																									
Students with a 504 Plan	15	0	0	15	2	13	6	40	4	27	3	20	841	15	13	40	27	20	841	401	14	64	19	4	847
All Other Students	300	6	4	290	29	10	151	52	66	23	44	15	843	293	10	52	23	15	843	13,630	21	56	17	6	848

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Mathematics Results

School: Lewiston Middle School
District: Lewiston School Department
State: Maine
Code: 1088-1285

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

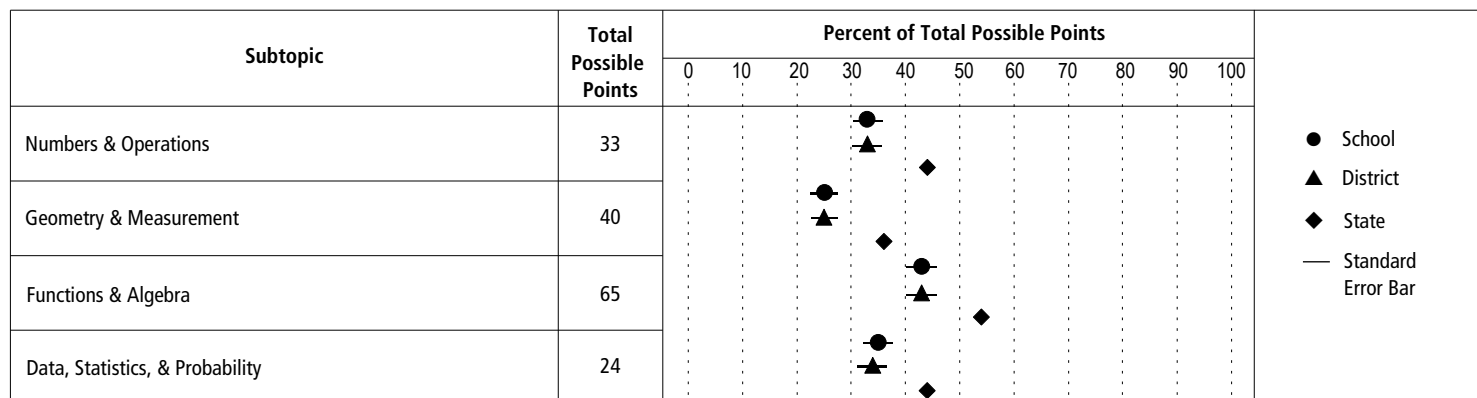
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	338	3	1	334	29	9	119	36	79	24	107	32	837
2010-11	297	3	4	290	29	10	113	39	64	22	84	29	839
2011-12	315	6	1	308	21	7	98	32	72	23	117	38	836
Cumulative Total	950	12	6	932	79	8	330	35	215	23	308	33	837
District													
2009-10	347	4	2	341	29	9	119	35	80	23	113	33	837
2010-11	306	6	4	296	29	10	115	39	65	22	87	29	839
2011-12	322	9	2	311	21	7	98	32	72	23	120	39	836
Cumulative Total	975	19	8	948	79	8	332	35	217	23	320	34	837
State													
2009-10	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
Cumulative Total	43,231	717	403	42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Mathematics Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	315	6	1	308	21	7	98	32	72	23	117	38	836	311	7	32	23	39	836	14,013	17	43	21	19	842
Gender																									
Male	177	6	0	171	13	8	49	29	35	20	74	43	835	174	7	28	20	44	835	7,084	17	41	22	20	842
Female	138	0	1	137	8	6	49	36	37	27	43	31	837	137	6	36	27	31	837	6,929	17	45	21	17	843
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	10	0	0	10	0	0	2	20	4	40	4	40	832	10	0	20	40	40	832	202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						107	6	36	29	30	838
Asian	5	0	0	5										5						235	25	42	16	17	845
Black or African American	95	1	0	94	3	3	9	10	18	19	64	68	827	94	3	10	19	68	827	375	6	25	26	43	834
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	40	20	0	847
White	204	5	1	198	16	8	84	42	50	25	48	24	840	201	8	42	25	25	840	12,949	17	44	21	18	842
Two or more races	0	0	0	0										0						135	16	43	15	27	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	73	0	0	73	0	0	3	4	12	16	58	79	824	73	0	4	16	79	824	386	5	21	26	48	833
Former LEP student - monitoring year 1	2	0	0	2										2						18	11	61	22	6	844
Former LEP student - monitoring year 2	0	0	0	0										0						26	38	50	12	0	849
All Other Students	240	6	1	233	20	9	95	41	59	25	59	25	839	236	8	40	25	26	839	13,583	17	44	21	18	842
IEP																									
Students with an IEP	55	5	1	49	1	2	7	14	9	18	32	65	829	52	2	13	17	67	828	2,068	2	15	23	61	831
All Other Students	260	1	0	259	20	8	91	35	63	24	85	33	837	259	8	35	24	33	837	11,945	20	48	21	11	844
SES																									
Economically Disadvantaged Students	216	6	1	209	12	6	47	22	51	24	99	47	833	211	6	22	24	48	833	5,979	8	37	27	29	838
All Other Students	99	0	0	99	9	9	51	52	21	21	18	18	842	100	9	51	21	19	842	8,034	24	48	18	11	845
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	315	6	1	308	21	7	98	32	72	23	117	38	836	311	7	32	23	39	836	14,004	17	43	21	19	842
Title I																									
Students Receiving Title I Services	58	0	0	58	1	2	4	7	25	43	28	48	833	58	2	7	43	48	833	1,365	5	29	34	33	837
All Other Students	257	6	1	250	20	8	94	38	47	19	89	36	837	253	8	37	19	36	836	12,648	18	45	20	17	843
504 Plan																									
Students with a 504 Plan	15	0	0	15	0	0	6	40	3	20	6	40	837	15	0	40	20	40	837	400	13	43	27	17	841
All Other Students	300	6	1	293	21	7	92	31	69	24	111	38	836	296	7	31	23	39	836	13,613	17	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Writing Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

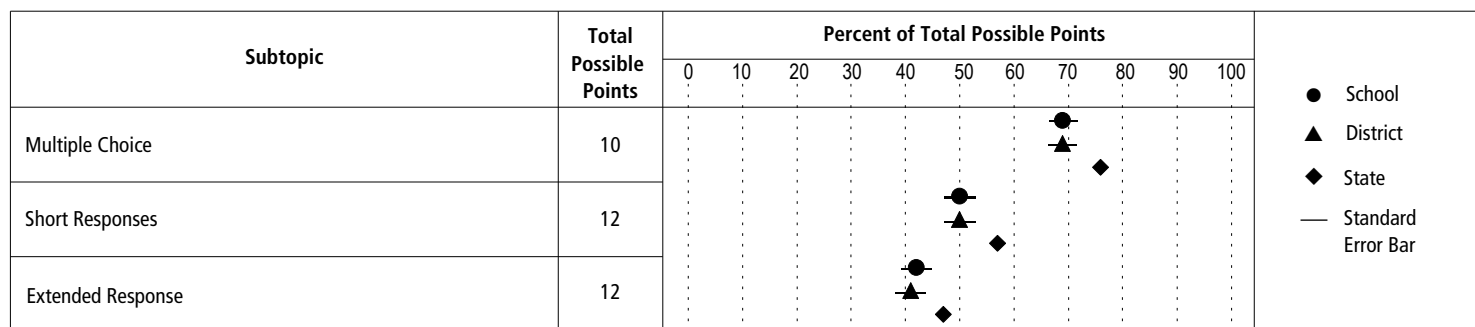
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11	297	5	3	289	29	10	138	48	87	30	35	12	840
2011-12	315	6	5	304	7	2	107	35	126	41	64	21	835
Cumulative Total	612	11	8	593	36	6	245	41	213	36	99	17	837
District													
2009-10													
2010-11	306	8	5	293	29	10	139	47	88	30	37	13	840
2011-12	322	9	6	307	7	2	107	35	127	41	66	21	835
Cumulative Total	628	17	11	600	36	6	246	41	215	36	103	17	837
State													
2009-10													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
Cumulative Total	28,765	519	375	27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Writing Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	315	6	5	304	7	2	107	35	126	41	64	21	835	307	2	35	41	21	835	13,967	7	44	37	12	839
Gender																									
Male	177	6	1	170	2	1	36	21	82	48	50	29	832	173	1	21	48	30	831	7,056	4	35	43	18	836
Female	138	0	4	134	5	4	71	53	44	33	14	10	839	134	4	53	33	10	839	6,911	10	53	31	7	841
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	10	0	0	10	0	0	2	20	7	70	1	10	833	10	0	20	70	10	833	199	5	35	45	15	837
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						107	3	28	50	20	835
Asian	5	0	0	5										5						235	11	51	28	11	841
Black or African American	95	1	4	90	0	0	13	14	34	38	43	48	828	90	0	14	38	48	828	368	2	29	43	26	833
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	10	60	30	0	843
White	204	5	1	198	5	3	89	45	84	42	20	10	838	201	2	44	42	11	837	12,915	7	44	37	12	839
Two or more races	0	0	0	0										0						133	7	49	34	11	839
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	73	0	4	69	0	0	6	9	28	41	35	51	826	69	0	9	41	51	826	378	2	23	44	31	831
Former LEP student - monitoring year 1	2	0	0	2										2						18	22	61	17	0	846
Former LEP student - monitoring year 2	0	0	0	0										0						26	15	69	15	0	846
All Other Students	240	6	1	233	6	3	100	43	98	42	29	12	837	236	3	42	42	13	837	13,545	7	44	37	12	839
IEP																									
Students with an IEP	55	5	1	49	0	0	4	8	21	43	24	49	825	52	0	8	42	50	824	2,052	<1	9	43	47	827
All Other Students	260	1	4	255	7	3	103	40	105	41	40	16	837	255	3	40	41	16	837	11,915	8	50	36	6	841
SES																									
Economically Disadvantaged Students	216	6	5	205	2	1	51	25	94	46	58	28	832	207	1	25	45	29	832	5,947	3	32	45	19	835
All Other Students	99	0	0	99	5	5	56	57	32	32	6	6	840	100	5	56	33	6	840	8,020	10	52	31	7	841
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	315	6	5	304	7	2	107	35	126	41	64	21	835	307	2	35	41	21	835	13,958	7	44	37	12	839
Title I																									
Students Receiving Title I Services	58	0	0	58	0	0	10	17	37	64	11	19	833	58	0	17	64	19	833	1,360	3	28	52	17	835
All Other Students	257	6	5	246	7	3	97	39	89	36	53	22	835	249	3	39	36	22	835	12,607	7	45	35	12	839
504 Plan																									
Students with a 504 Plan	15	0	0	15	0	0	5	33	7	47	3	20	834	15	0	33	47	20	834	399	3	35	48	14	836
All Other Students	300	6	5	289	7	2	102	35	119	41	61	21	835	292	2	35	41	22	835	13,568	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.